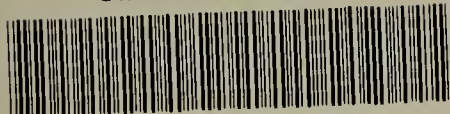
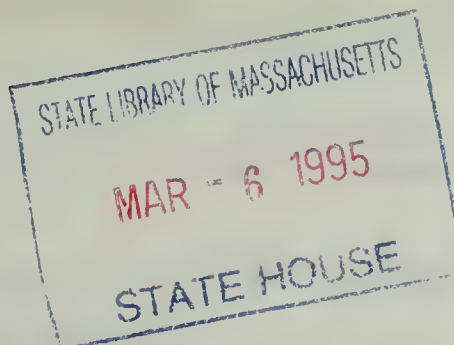


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THE FEDERALIST SCHOOL OF BURLINGTON

AN INITIATIVE OF THE FEDERALIST CENTER'S
FEDERALIST PROJECT: EDUCATION FOR SELF-GOVERNMENT

95-16

RECEIVED

FEB 15 1995

EXECUTIVE OFFICE
OF EDUCATION

The Federalist Project

85 South Adelaide Avenue • Highland Park, New Jersey 08904 • Phone (908) 846-8737/Fax (908) 846-2558
464 Common Street #274 • P.O. Box 9117 • Belmont, Massachusetts 02178-2704 • Phone (617) 484-6077

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OF THE

1995 Charter School Application

Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

The Federalist Charter School of Burlington

Proposed Charter School Name

Burlington

School Location (city/town)

Contact Person

First Susan Middle Secor Last Goldsmith

Organization The Federalist Center Address 85 S. Adelaide Ave.

City Highland Park, State NJ Zip 08904

Telephone (908) 846-8737 Fax (908) 846-2558 local tel: (617)489-0467

Founding Coalition:
(Check Box)

Parents	Teachers	Private For-Profit Business
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Based Organization	Museum	Other Founding Group
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Private Non-Profit		

Grade Level
(Check Box)

Elementary ☒
Middle ☐
Secondary ☐
Other Grade Level ☐

Projected Student Enrollment

Projected Student Enrollment (1st Year)	80
Projected Student Enrollment (2nd Year)	120
Projected Student Enrollment (3rd Year)	160
Projected Student Enrollment (4th Year)	200
Projected Student Enrollment (5th Year)	240
Total Number of Teachers	5.5-7.5
Teacher/Student Ratio	1:14-1:18

In what type of community will the Charter School be located?

Urban School District ☐ Rural School District ☐
Suburban School District ☒ Other Kind of Community ☐

Do you presently have access to a facility suitable for a school?

Yes ☐ No ☒

School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

The Federalist program is designed to prepare children for the benefits and obligations of free democratic society. It aims to improve academic achievement for all children with attention to character education and a view of larger community. The curriculum is designed to help children succeed and consists of a seven-subject core and a restructured teaching strategy to promote fine teaching and leadership by talented teachers.

Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

Executive Summary

Education reform demands a renewed and refreshed emphasis on academic achievement for all children. Literacy--being conversant with the ideas and concepts which lie at the heart of both academic subjects and moral conduct--is the heart of the Federalist enterprise. The Federalist school offers an ambitious and enjoyable, integrated program covering seven fundamental subjects. Excellent available materials with intellectual, moral, and aesthetic power and substance are presented in appropriate, carefully studied sequence. Academic learning must be grounded by moral education. The Federalist school program utilizes the curriculum--exploring themes of what it is important to do and be--as well as norms of student conduct to promote qualities like self-discipline, decent and cooperative behavior, and a willingness to work for the common good in the school as well as in the community at large.

This curriculum will arouse and embolden young minds. It not only will make students aware of their connections to the people and world around them, but also will link them with great worlds, great achievements, and great people long past. The Federalist Project program will engage the imagination, promote the taste for exploration, and encourage the will to persist that keeps a democratic people in robust health.

Fine teaching will turn the opportunity of good curriculum into the reality of good education. The Federalist school completely reorganizes teaching--through a master teacher system--in order to empower (and compensate better) the best teachers to teach and to lead.

The program uses high standards and continuing assessment to measure student progress and performance and to identify and respond to learning difficulties as soon as they occur.

Families are the real school customer. Parents will choose the Federalist School program for their children. Our design is intended to help parents contribute to their child's schooling and to be fully informed of student progress and school life. The school's extended day and extended year will assist parents to balance work and family responsibilities.

In every facet of its operation, our school will seek to exploit the social and cultural capital provided by local non-profit and business institutions. And where possible the Federalist school also will try to improve the life of the community of which it is part.

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Application for a Federalist Charter School

Section I: Mission Statement

The mission of a Federalist School is the cultivation of citizens, citizens who contribute to the life of a self-governing community while building a worthwhile and purposeful life for themselves.

Asking that schools play an active part in the creation of good citizens requires a number of things. It means offering a highly integrated and ambitious curriculum covering seven fundamental subjects and expecting the most of students in return. Education for citizenship also means moral education, a course of study and practice that builds sound character, moral judgment, and a willingness to work together for the common good. Dedicated, talented, and appreciated teachers, enjoying both the freedom to teach and the support to excel, are another essential ingredient. So is an orderly school environment, one that is clean, safe and conducive to disciplined learning. Finally, as good citizenship is practiced in a larger community, so a Federalist School's mission of creating citizens will make the most of the support of parents and the surrounding community.

The seven academic subjects of the curriculum (mathematics, science, history, English, foreign language, music, and art—and rounded out by physical education and a policy of encouraging as many outdoor learning activities as possible) will arouse and embolden young minds. They not only will make students aware of their connections to the people and world around them, but also will link them with great worlds, great achievements, and great people long past. We believe that the Federalist Project program will engage the imagination, promote the taste for exploration, and encourage the will to persist that keeps a democratic people in robust health.

A curriculum that meets these goals succeeds as a matter of course in teaching students how to learn. It makes possible a capacity for lifetime learning and for productive employment in a globally competitive economy.



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Innovation and Replication

A Federalist school is a laboratory for public school innovation and replication because it combines these proven and parentally-desired ingredients of school success in a design that makes enriched schooling possible for all of our children. We are confident that the Federalist School will respond to an enormous existing demand for high quality schooling. Media accounts, polling data, and anecdotal evidence from dozens of Federalist Project consultants who have spent years working with schools, tell us that parental interest in putting content and character back in schooling has never been greater.

In short this charter can be both a model for others to emulate and a prototype for further Federalist School initiatives throughout the state of Massachusetts.

Section II: School Objectives

Literacy—a familiarity with the ideas and concepts which lie at the heart of both academic subjects and moral conduct—is also the heart of the Federalist School. Literacy is a more comprehensive and more ambitious goal than a checklist of standards, “items” for students to master. While literacy includes the idea that students attain specific proficiencies, it also acknowledges the idea that the pursuit of knowledge and understanding is never complete. To excel means to go beyond. A Federalist School emphasizes both.

Academically, the Federalist Project curriculum consists of seven core subjects: mathematics, science, history, English, foreign languages, music, and art. For each subject we have selected a course of study that is academically ambitious, that is designed to help children succeed, and that prescribes a body of knowledge worth knowing.

Hence, all students of the Federalist School will:

- * **Become proficient in the world of mathematics** by moving from mastery of elementary skills including addition, subtraction, the multiplication table, and division; to whole number operations, fractions, and decimal concepts; to the pre-algebraic topics such as linear equations and inequalities; to algebra itself and concepts such as exponential growth and decay and quadratic equations; to applications that mathematically “model” problems drawn from everyday life like sports and business or academic topics such as science, geography, and architecture.
- * **Learn science by doing science.** Students bring to school an abundance of curiosity as well as assumptions about the natural world. Focusing their wonder through the techniques of observation and experimentation, students will develop the skills of scientific method and reasoning that lie at the heart of the modern world
- * **Become historically literate.** Federalist School students will study broadly and deeply in history and learn how to make sense of history so that they may understand their identity as Americans and their connection to the American tradition, both its accomplishments and its shortcomings. This is also the best preparation for understanding the legacies and aspirations of other parts of the world.
- * **Read, write, and speak English well.** Our curriculum helps students make the most of the English language—all its skills and its beauty. Individual reading and read-aloud presentations of fine children’s literature; the fundamentals of phonics, grammar, and literary interpretation; memorization and recitation of passages drawn from literary classics . . . Using these and other strategies, students will learn to read, read to learn, and develop an appreciation for fine speaking, fine writing, and great books.
- * **Become proficient in a foreign language.** Foreign language study makes possible a deeper regard for the reality and benefits of human diversity, while demonstrating the many intellectual and practical opportunities that facility in a second language can offer.

- * **Actively experience the fine arts, including music.** Year by year, Federalist School students will advance through a sequenced program of instruction that includes singing, playing an instrument, music appreciation and history, as well as artistic production with various materials and media, art history, art criticism, and aesthetics.
- * **Take increasing responsibility for their health and physical well-being.** Federalist School students take part in a program of activities that includes instruction about proper nutrition, health and disease, physical fitness, and good sportsmanship.

Academic learning must be grounded by moral education. The Federalist Project utilizes the curriculum as well as norms of student conduct to promote desirable attributes of character. Hence, all students will be expected to:

- * Demonstrate qualities like self-discipline, civility, and cooperative behavior
- * Work for the common good in the school as well as the community at large.
- * Be truthful in doing their schoolwork and honest in their relations with their teachers and their fellow students.

Section III: Statement of Need

The well known and repeatedly confirmed underachievement of American students has put the entire nation at risk. Hence bold experimentation in redesigning our schools is desirable and essential. All American children deserve an education that will challenge them to develop their talents to the fullest. Our program seeks to achieve this aim by providing talented teachers with the freedom to teach and the best of learning materials.

Last year the Public Agenda Foundation published a landmark study entitled *First Things First: What Americans Expect from the Public Schools*. A nationwide telephone

survey of 1,100 Americans, the study found that the public (including parents of children enrolled in public schools) are most concerned with some very basic issues: safety in the schools, lots of attention to basics, high standards for academic achievement, quality and accountability in teaching, and the teaching of strong moral values. We are indeed hearing about these issues from Burlington conversations to date (see Section IX). The Federalist School, by virtue of our charter school design, will meet and solve these needs. Below you will find some of the specific concerns raised in the study, along with our solutions.

Need:	60% of Americans say that “not enough emphasis on the basics such as reading, writing, and math” is a serious problem in their local schools. 96% support having “tougher, and more challenging courses” in the basics.
Federalist School:	The Federalist program stresses the basic skills of reading, writing, and arithmetic throughout every year of its teaching. Both the University of Chicago School Mathematics program and the Open Court (English) Curriculum are strong academic programs which stress basics such as computation, phonics, spelling and reading aloud. In addition, we stress these basic skills in every subject area—from science to history to art. All of our standards are high, a fact that necessitates a strong foundation of basic skills. (See Section X for further explanation.)
Need:	61% of Americans (and 70% of African-Americans with children in public school) say academic standards are too low in their own local schools. 82% support setting up “very clear guidelines on what students should learn and teachers should teach in every major subject.”
Federalist School:	We believe in the highest academic standards for all children. Our rigorous curriculum is an extremely ambitious standard in itself. In addition we will use external standards whenever applicable. As state and national standards are developed, we expect to meet them as a matter of course. (See Section XI.) Our innovative teaching set-up provides a constant internal audit of performance, as the master teachers oversee all teaching, curriculum implementation, and student work in their respective subject areas. (See Section X.)

- Need:** Most Americans are not convinced that schools adequately enforce the standards of behavior and cooperation that allow teachers to teach and children to learn. 52% say it is a serious problem that their local public schools don't teach good work habits such as being on time and doing homework. 88% of Americans say that increased emphasis on habits such as being on time, being dependable and self-disciplined would make a great deal of difference in how much students learn. 71% say that it is even more important for the school to teach values than to teach academic subjects. 95% say schools should teach "honesty and the importance of telling the truth." 95% also say schools should teach "respect for others regardless of their racial or ethnic background."
- Federalist School:** Moral education is a cornerstone of the Federalist School. It not only prepares children for the future, it helps them build their character in the present. The school's informal code of conduct will stress the practice of kindness, friendship, truthfulness, respect, perseverance, and courage. Its curriculum will give students continuing examples of great lives well lived and the related moral choices. (See Section X, 2.)
- Need:** Respondents in focus groups were often unnerved by what they regarded as a "fuzziness" and lack of precision in the way some teachers approach basics such as arithmetic and writing; people seemed to fear that teaching "fads" were replacing time-honored ways of doing things.
- Federalist School:** The combination of a solid curriculum and a strong teaching organization to implement it assures that students will learn everything from the basics to advanced applications of subjects. There is nothing "fuzzy" about the Federalist program. Every subject is approached in a systematic way, and every teacher is prepared to make sure that students come out of a class knowing the subject thoroughly. The programs we have chosen and developed are all first rate. And the teaching structure gives teachers the freedom and support they need to teach it.
- Need:** 72% of Americans are convinced that average learners get less attention than either fast learners or slow learners. About half all Americans and 63% of African-American parents say classes are too crowded in their public schools.
- Federalist School:** Innovations created by the Federalist program will help alleviate parents' fears that their children are not getting the attention they deserve. Small classes (about twenty students) in a small school (360 pupils) sets the stage for a good learning environment. An

Individual Learning Plan is developed for every child in a Federalist school (See Section XI, 3). This plan will permit regular assessment of every child's capabilities and accomplishments. It will give parents and teachers a starting point for informative and useful discussions about the child's progress. The restructuring of teaching ensures that a good teacher, with good preparation, is available in every classroom (See Section X).

Need: 72% say that "drugs and violence" are serious problems in schools in their areas. 83% of African-American parents and 84% of white parents with children in public schools support proposals to permanently remove from school grounds students caught with weapons or drugs.

Federalist School: The teaching and enforcing of strong moral principles should reduce instances of "drugs and violence" in a Federalist School. A child taught to be a responsible citizen is far less likely to engage in egregious acts of uncivil behavior. However if a child were to bring drugs or weapons to school, the Federalist School would seek to enforce a "zero-tolerance" expulsion policy. In these instances due process will be upheld through a hearing by the principal and a disciplinary committee established by the Board. (See Section XVIII.)

The Federalist School is designed to meet the needs of the public as the public understands them. In addition to its appeal to individual families, a Federalist School will find hearty support from other corners of the community. Employers concerned with the quality of their workforce will applaud the high levels of academic performance (including workplace-related skills) expected by a Federalist School. Community leaders who are increasingly concerned about the culture and civic health of their cities will welcome the presence of a Federalist School that takes as one of its primary aims the development of moral judgment and good character.

Section IV: Profile of the Founding Coalition

The Federalist Center, a non-profit organization based in New Jersey, is seeking to establish charter schools in Massachusetts and elsewhere based on the Federalist Project design. To this end, the Center has teamed up with a variety of people and organizations to create a founding coalition that will make a Federalist School in Burlington a reality. Members of the coalition will serve either as members of the Federalist School's Board of Trustees, or as members of the School's Advisory Board, while helping to recruit additional talent for both. (For more information about school governance, see section XIV).

The Federalist Center team is led by **Peter Gellman**. Dr. Gellman founded the Center in 1994 to improve schooling through the creation of charter schools. He worked from 1992 to 1993 with the Hudson Institute's Modern Red School House initiative, a multi-year multi-state project sponsored by the New American School Development Corporation. Dr. Gellman managed the design of the K-12 curriculum. A lawyer and political scientist by training, he taught for four years at the University of Oxford as a member of its international relations faculty. Prior to working with Hudson, he was Lecturer in Public and International Affairs at the Woodrow Wilson School, Princeton University.

Susan Goldsmith is Massachusetts coordinator for the Federalist Project. As a parent and volunteer, Dr. Goldsmith has been deeply involved in K-12 education. She has served as a trustee of a private school, as chair of the education committee, and as president of its parents' association.

Dr. Goldsmith is the author of an innovative history curriculum upon which the Federalist School's own history program is based. Dr. Goldsmith's emphasis on rich historical, biographical, and literary content at every grade level provides an approach to the study of history that fosters the qualities of judgment and analysis. Dr. Goldsmith did

graduate work in political science at the University of Chicago and at Brandeis University, where she earned her Ph.D. Her dissertation focused on early American political thought, and she has taught in this and related areas.

Other members of the coalition include:

Phillip A. Gallagher, Vice President, Bay Bank, Burlington. Mr. Gallagher is a former Burlington Selectman. He has served as Town Moderator as well as Chair of the Burlington Recreation Committee and currently hosts a cable television show.

Harold G. DuLong, attorney, Riemer and Braunstein, Burlington. Mr. DuLong has practiced law in Burlington for twenty five years and is a member of the Burlington Business Roundtable.

Fred Wetzel, Director, New England Office of the College Board, Waltham. Mr. Wetzel plans and leads Board programs and services relating to curriculum, counseling and financial aid. Mr. Wetzel also organizes institutes for Advanced Placement teachers and university administrators.

Alan Fraker teaches in the History Department at the Deerfield Academy and recently finished a four-year term as Dean of Studies there. Mr. Fraker also has served Deerfield as Director of College Advising, Admissions Officer, and a teacher responsible for the expansion of the Advanced Placement United States History program from 12 to 100 students. From 1984 to 1988 he was the youngest Chair of the College Board's Committee of Examiners in that subject. During summer sessions, Mr. Fraker has directed gifted and talented academic programs for both the Aspen Institute and Johns Hopkins University. He was the first high school instructor to direct a teacher institute for the National Endowment for the Humanities. Concurrently, Mr. Fraker has served a variety of national and international agencies as a curriculum and professional development consultant. They include the National Endowment for the Humanities, the Council for Basic Education, the National Science Foundation, the United States Department of

Education, the New American Schools Development Corporation, and both *Time* and *Newsweek* magazines.

Peter Berkowitz is Associate Professor of Government at Harvard University. He holds a Ph.D. in political science and a J.D. from Yale. He is the author of *Nietzsche: The Ethics of an Immoralist* (Harvard University Press, 1995), and has published in such journals as *Political Theory*, *The Responsive Community*, *The Review of Politics*, and the *Yale Law Journal*. In 1994 he received the Outstanding Teacher Award from the American Political Science Association. He is currently at work on a book on liberalism and character called *Virtue and the Making of Modern Liberalism*.

Martha Rice Martini, Associate Director, Humanities and the Professions Program, Brandeis University, Waltham. Dr. Martini earned her doctorate in political science from the University of Chicago and her J.D. from Boston College. She has lectured in law and political science at Harvard, Bates, and the University of Massachusetts, among others.

Professor Kevin Ryan, Director, Center for the Advancement of Ethics and Character, Boston University. Professor Ryan is the author of numerous books and articles, including *Reclaiming Our Schools: A Handbook for teaching Character, Academics, and Discipline*. The Center's primary mission is to support efforts of elementary and secondary schools promote moral judgment and good habits in their students. The Center fulfills its mission through research and working directly with schools and teachers.

Jessica Korn, Assistant Professor of Political Science at the University of Massachusetts at Amherst, and Faculty Fellow, Center for Business and Government, Kennedy School of Government, Harvard University. Professor Korn has published numerous scholarly articles on American politics and the separation of powers. She is completing a book on the legislative veto, and beginning a new project on telecommunications policy. She is also a Guest Scholar of the Brookings Institution.

Heidi Stowe is the Site Coordinator of the Endicott-Beverly School Age Program, a lab school for Endicott College. She has worked for thirty years with public and independent elementary schools. She has taught pre-kindergarten through sixth grade as a classroom teacher and, as Science Coordinator, has reviewed and evaluated programs, obtained materials and assisted teachers. Mrs. Stowe was Lower School Director at Belmont Day and Tower School, both independent schools. In 1989 she received the Centennial Alumni Award from Wheelock College for her work with children and families.

The Federalist Project has enlisted the help of talented advisors and consultants from around the country. They include:

Jim Flanders is a mathematics education consultant. He has recently evaluated National Science Foundation sponsored Systemic Initiative projects in Louisiana and Montana, and is conducting an exhaustive analysis of the Everyday Mathematics program being produced by the University of Chicago School Mathematics Project (ICSMP) Primary Component. He also has been commissioned to help write a proposal to develop a national program for disseminating elementary school mathematics curricula through teacher-of-teacher institutes.

Since 1984, Dr. Flanders has been active in development of curriculum and instruction. He was an author and editor of the first editions of UCSMP secondary school textbooks, and is currently writing lessons incorporating calculators into the second edition of the UCSMP Transition Mathematics. He has conducted over one hundred workshops for teachers using, or considering the use of, UCSMP materials. At Western Michigan University, Dr. Flanders taught mathematics and methods courses at the undergraduate and graduate levels, focusing on applications of technology in secondary school mathematics classrooms. Prior to teaching at the university level, Dr. Flanders taught secondary school mathematics and computer science.

Ruth Greenblatt is the Director of the Lower Hudson Principals' Center for which she conducts training programs for school districts, universities, and state agencies in the areas of management, effective instructional practices, and supervision of staff. She is also Associate Professor, Fordham University Graduate School of Education. Ms. Greenblatt is the author of many articles about management and instruction reform in (among others) *Educational Leadership* and *Executive Educator*. A school principal for ten years, Ms. Greenblatt has worked extensively with at-risk student populations.

John Ives-Halperin has taught middle school, high school, and college sciences for over 12 years. A biologist by training, he has developed a field course in ornithology for The Smithsonian Institution, and computerized multimedia education modules for Holton-Arms School for Girls and Gonzaga College High School. Dr. Ives-Halperin has developed curriculum in Environmental Education for the Washington International School and in Marine Biology for Gonzaga College High School. He currently teaches science at Gonzaga and is the lead consultant with the Pittsburgh Supercomputing Center in a program to introduce high school students to supercomputing and computational sciences.

As a consultant to the Hudson Institute, Dr. Ives-Halperin developed the scope and sequence of the K-8 Science Curriculum for the Modern Red School House Project. He leads workshops on teaching sciences and integrating the teaching of sciences with the teaching of humanities using a thematic approach. Currently, Dr. Ives-Halperin is the consultant to an innovative project for inner-city science education. Based in Washington, D.C., this project employs a well-equipped teaching laboratory on wheels known as the Lab Mobile. The Lab Mobile provides "hands-on" science education to children in the Washington D.C. public schools.

Charles Lawton, an educator since 1962, is currently the Director of the Early Enrollment Program, a school/college cooperative program involving over 30 secondary schools, at Rhode Island College. He also serves as an adjunct professor of education and

English there. In addition, he is a senior lecturer in English at Northeastern University. His wide range of educational experiences include serving as the President of the Rhode Island Council of Teachers of English and the New England Association of Teachers of English. For five years he served on the National Council of Teachers of English Board of Directors. In addition, Professor Lawton has taught in the public secondary schools of Rhode Island for over twenty years and has served as primary English consultant for the Hudson Institute's Modern Red School House project.

Robert Lebeau is a writer and editor at the Center for Math, Science, and Computer Education of Rutgers University. He is involved in editing the Rutgers/Industry Physics Modules Program, a curriculum project that develops laboratory activities, text, and supporting material for teaching units on contemporary science and technology. In addition, Mr. Lebeau consults on science education for the New Brunswick School District.

Mr. Lebeau is also an experienced environmental educator. He has taught at the Otter Lake Conservation School (Greenfield, New Hampshire), the New York Botanical Garden, the Brooklyn Center for the Urban Environment, and the Brooklyn Botanic Garden (BBG). While at the BBG he developed and led a gardening program for the Park Slope Geriatric Center and a series of horticulture and environmental programs for Junior High School 51.

Maranda Loengard currently teaches at Nativity Mission School on the Lower East Side of Manhattan. She teaches English and science to sixth- through eighth-grade boys. In the English department, her responsibilities include an advanced eighth-grade class, as well as the remedial program for sixth-graders who enter the school unable to read. Ms. Loengard's credentials include a B.A. with highest honors in history from Princeton University (where she was elected to Phi Beta Kappa) and an M. Phil. in Middle English from Pembroke College, Oxford University. She has worked for the Modern Language Association and studied at the Reading Reform Foundation.

Finlay McQuade is an independent consultant and author. His specialties include school governance and administration, as well as English literature and writing. He designs, develops, coordinates, and evaluates school curriculum K-12 for such clients as The Gow School, Jakarta International School, The College Board, Springfield (MA) Public Schools, and the Hudson Institute. Dr. McQuade conducts numerous teacher institutes for the College Board on Advanced Placement programs and college preparatory courses in all subjects. He teaches the Curriculum Development course at the Summer Institute of Independent School Management and serves on the Board of Visitors for the Learning Research and Development Center, University of Pittsburgh. Dr. McQuade is the author of several books including *The Teachers Guide to Advanced Placement Courses in English Literature and Composition* (The College Board, 1985), *Profiles of Excellence in Teaching* (The College Board, 1991, 1992, 1993), and *How to Make a Better School* (Allyn and Bacon, 1994).

Myriam Met is Coordinator of Foreign Languages for Montgomery County Public Schools in Maryland. The county's foreign language K-12 program includes total and partial immersion magnet programs in French and Spanish, a FLES program in Spanish with a content-based emphasis, and eight foreign languages at the secondary level with a foreign language enrollment over 27,000 students. Prior to joining MCPS, Dr. Met was with the Cincinnati Public Schools for ten years, where she served as a coordinating teacher and then supervisor of foreign languages, ESL and bilingual education, K-12.

Dr. Met has served as a consultant to the U.S. Department of Education on several projects and initiatives. She has developed programs and curriculum, and been involved with teacher training at all levels of instruction, providing services to over 50 school districts, state departments of education, universities, professional associations, and private agencies in 22 states, Europe, and Canada. She is presently co-chair of the College Board's Spanish Pacesetter committee, an initiative to develop a pacesetting capstone high school course with accompanying curriculum, assessments, and teacher training activities.

In 1993, Dr. Met was on leave from her school district to conduct research on foreign language instruction in middle schools at the National Foreign Language Center where she was a visiting scholar.

Dr. Met is the recipient of a number of awards and recognitions including: the *Palme Académique* by the French government in 1993 for contributions to the teaching of French language and cultures; a NABE Pioneer in Bilingual Education Award in 1991; and, in 1983, recognition by the American Council on Teaching Foreign Languages when she received its most prestigious award, the Florence Steiner Award, for leadership in foreign language education. She is a past president of the National Association of District Supervisors of Foreign Languages.

William J. Moloney is School District Superintendent of Frederick County, Maryland. In 1994 he was appointed by President Clinton to the National Assessment Governing Board. Dr. Moloney first became prominently involved in school reform when he was Assistant Superintendent in the City of Rochester, New York. Recently, he was the Superintendent of the Easton Area School District in Pennsylvania. Dr. Moloney has previously served as teacher, assistant principal, education department analyst, headmaster, and assistant superintendent in Massachusetts, Rhode Island, New York, and oversees. He also has been active as a speaker, consultant, newspaper columnist, and contributor to professional journals. He is a leading expert in the field of charter school development and public school choice.

Jeffrey Orleans has served since 1984 as Executive Director of the Council of Ivy Group Presidents, where his principal duty is oversight of Ivy League intercollegiate athletics. The Ivy League is the nation's broadest-based collegiate athletics conference, sponsoring 32 league sports with over 7000 students competing annually, and the most academically demanding of the 33 NCAA Division I conferences.

Mr. Orleans also provides support for the Ivy Presidents in selected academic areas, most recently including the development of institutional relationships with local

school districts. In this connection he spent part of 1992-3 studying public school reform activities of The Pew Charitable Trusts. He has served as Editor of the *Journal of College and University Law*. From 1975 to 1984, Mr. Orleans served as special counsel to the president of the University of North Carolina.

Noah Pickus is Assistant Professor of Political Science at Middlebury College. He has worked at the Urban Institute and as a program consultant to the A. Philip Randolph Educational Fund. Mr. Pickus has written for a number of publications including *The Journal of Theology for Southern Africa*, *Freedom at Issue*, and *This World* and has taught many history and politics courses. Previously a Thomas J. Watson Fellow studying education in South Africa, Professor Pickus holds an M.A. in Political Science from Princeton and is completing a doctorate there on the civic education of new immigrants.

Diana Rhoads has taught English literature and composition at Marjorie Webster Junior College and at the University of Virginia, and she currently teaches English and Rhetoric at Hampden-Sydney College. As a volunteer in the school systems in her area, Dr. Rhoads has served as an ongoing resource for English teachers—annually giving classes on Shakespeare, Milton, Tolstoy, or China Achebe. She has been a mentor in creative writing for students doing independent studies and has taught writing to gifted fourth- and fifth-graders, taught reading to at-risk elementary students, attended workshops for public school teachers, and has served on central administration advisory and textbook committees.

Dr. Rhoads's book *Shakespeare's Defense of Poetry: A Midsummer Night's Dream and The Tempest* treats Shakespeare's view of the pedagogical role of the poet in civil society. Articles on Giroudoux, Shakespeare, and Tolkien consider the presentation of democracy in literature.

Anne Ruderman holds a Ph.D. from the Committee on Social Thought at the University of Chicago, where she studied literature and political theory and wrote a dissertation on the novels of Jane Austen. Her book on the same subject will be published

in 1996. Dr. Ruderman has taught seminars on literature and politics at Cornell University and Colgate University. She earned her B.A., magna cum laude, in history, from Carleton College. Dr. Ruderman grew up knowing the importance of public education: The oldest of seven children, she graduated first in her class from public schools in Worthington, Minn., where her mother was head of the school board. Later, Dr. Ruderman spent two years covering political and educational issues for a daily newspaper.

Randall Strahan is currently Associate Professor of Political Science at Emory University. He teaches courses in the areas of American political thought, political leadership, and American political institutions. He has published a book on institutional change in the U.S. Congress, and is currently working on a study of leadership and institutional development in the House of Representatives. His awards include appointment to a Fulbright Professorship at Odense University in Denmark, as well as research grants from the Bradley Foundation, the Smith Richardson Foundation, and the Dirksen Congressional Center. He received his Ph.D. from the University of Virginia.

Section V: School Demographics

We have chosen Burlington as the site for our charter school. (But if we need to go out-of-district to achieve full enrollment, we expect that there will be much interest from demographically similar neighboring Northwest suburban towns such as Woburn and from the dense employment centers of I-95.) The community of Burlington and its Northwest neighbors contain modest levels of ethnic diversity and a fairly broad socioeconomic diversity that offer opportunities to demonstrate the broad appeal of the Federalist School design.

This K-8 school will start with two kindergarten classes (40 students), one first grade class (20), and one second grade class (20) for a total of about 80 students. Each

year the school will add two incoming kindergarten classes, reaching a full enrollment of 360 students in its eighth year of operation.

Section VI: Recruiting and Marketing

We are confident that the Federalist School's combination of fine teaching and rich content will appeal to families and children from every walk of life. We will focus our efforts on Burlington, but we plan to inform potential out-of-district students from surrounding communities, in case space is available. We also will notify area employers. All our efforts are designed to encourage diversity in applications.

We are beginning to build the base of our marketing effort by holding informational meetings in Burlington as well as in the surrounding communities. These presentations will introduce parents and other caregivers to the Federalist School program and allow them to ask questions and get further information. Our first meeting is scheduled for March 1st, 8-9:30 p.m. at the Burlington Recreation Center. Other meetings will be scheduled.

In addition, we have planned a number of other steps to reach parents and caregivers in the surrounding areas:

- * We have established a phone line which interested people can call to ask questions and receive information.
- * We will leave materials (brochures, posters, etc.) about the school in public areas (such as libraries and recreation centers) as well as with area businesses, merchants, and employers.
- * We believe that one of the most efficient ways to get a school talked about is to talk about it. Therefore, members of our Board of Trustees and our Advisory Board will

network extensively to make sure that people in the area are well-informed about the project.

- * We will attend and publicize the program through community events.
- * We will approach foster care organizations and other social service organizations directly to ensure that children without parents to advocate on their behalf are helped to take advantage of this opportunity.
- * We also will target daycare and preschools in the area, since parents sending their children there will soon need to choose an elementary school.

Section VII: Admissions Policy

We believe that the pursuit of an ennobling education ought to be available to everyone. Our admission policy reflects this belief.

The Federalist school will abide by all anti-discrimination provisions and follow a policy of modified open enrollment. Our only condition for enrollment is a set of interviews with parent (or guardian) and child, together and separately. If demand for places exceeds supply, the school will conduct lotteries—first for those from within the district, and subsequently for those out-of-district, if necessary. If permissible, we will give preference to those children who have siblings already enrolled in the school. The school will consult with the Executive Office of Education about appropriate deadlines for admission.

Here is a step-by-step outline of how the admissions procedure will work:

1. An interview will be held with the child to facilitate our own planning for the incoming students. Since school planning depends on ILPs (Individual Learning Plans, see Section XI) it is of utmost importance that we meet and thoroughly evaluate each and every child entering our program.

2. An interview involving the parents or caregivers will be held to explain the Federalist School's mission, and to answer questions. School personnel will explain the program and how the school will help their child to succeed in it. Parents will be briefed about the various opportunities to communicate with school staff and encouraged to make use of them. This interview process will help ensure that parents have common expectations about the school's mission. Moreover, informed caregivers who decide to enroll their children help to reinforce the school's vision.
3. At the end of this time the parents or caregivers will decide if the Federalist Program is right for their child. If they decide that it is, their child is then entered into a lottery.
4. The first lottery is open only to students from Burlington.
5. If necessary, a second lottery will be held. It will be open to students from outside the district.

	9/94	10/94	11/94	12/94	1/95	2/95	3/95	4/95	5/95	6/95	7/95	8/95	9/95
Hire Other Staff													
Form Board of Trustees													
Recruit Advisors													
Site Selection													
Select Architect													
Make Necessary Renovations													
Register Non-Profit Corporation*													
Apply for 501(c)(3) Status													
Instructional Supplies													
Classroom Furniture													
Office Furniture													
Office Equipment													
Fundraising													
Start School													

*Until receipt of 501(c)(3) status the Federalist Center will act as fiscal agent.

Section IX: Evidence of Support

We see building local support as a process, one that started the day we began formulating our educational plan and that will continue long after the school has been established. In order for the process to work effectively, we are proceeding in a deliberate and sequential way. Maximizing support requires that every action we take is preceded by proper preparation. Indeed this point has been emphasized by the Burlington members of our founding coalition.

We have broken our support-building efforts into two phases:

Phase One—Support-building activities in advance of receiving a provisional charter.

Phase Two—Support-building activities from March 15th until the opening of the Federalist School.

Prior to March 15th we are concentrating our efforts on making sure that people in Burlington know who we are and what is special and different about our school. To these ends we are working closely with coalition members Phillip Gallagher and Harold DuLong. Phillip Gallagher is a Vice President of Bay Bank in Burlington. He has served as a Burlington Selectman, Town Moderator, and currently serves on the Burlington Recreation Committee. He also hosts a cable television show. Harold DuLong is an attorney at Riemer and Braunstein in Burlington and a leading member of the Burlington Business Roundtable. Mr. Gallagher and Mr. DuLong are providing vital direction and advice in developing the Federalist School's local marketing and publicity. Thanks to their efforts, Susan Goldsmith, the Massachusetts co-ordinator of the Federalist Project, will shortly be scheduled for interview on local cable television and Federalist School publicity will be placed in local news media. Mr. Gallagher and Mr. DuLong are also taking the lead in establishing contacts between the Federalist Project and a variety of community leaders.

We feel that once people know more about our school they are sure to be interested. Conversations with a member of the School Board, the Board of Selectmen, and town librarian, for example, have put us in touch with local parents and business people through whom we are establishing a network of contacts. Caroline Boviard, Director of the Massachusetts Federation of Independent Business, has agreed to arrange a meeting between members of our coalition and members of the small business community in Burlington and surrounding towns.

We also have set up a phone line to allow interested parents to make inquiries.

All of these efforts will be on-going, leading up to a series of informational meetings. The first of these meetings will be held on March 1st in the Burlington Recreation Center.

After March 15th, if we receive a charter, we will continue to hold informational meetings and to speak to local people and businesses. In addition we will seek to speak with more town officials. We plan to meet with the fire inspector and building inspector since Burlington has its own codes and regulations in these areas.

We also have secured extensive commitments of support from Boston area educators. They include:

Dr. Peter Berkowitz, Associate Professor of Government, Harvard University.

Professor Paul Gagnon, Boston University, and served as principal investigator for the acclaimed Bradley Commission Report on History in the Schools.

Dr. Vicki Jacobs, Assistant Director of Teacher Education, Harvard Graduate School of Education, and co-author of *The Reading Crisis: Why Poor Children Fall Behind*.

Professor Kevin Ryan, Boston University School of Education, Director, Center for the Advancement of Ethics and Character, Boston University.

Ms. Heidi Stowe, Site Coordinator, Endicott-Beverly School Age Program (a lab school for Endicott College).

Dr. Scott Stripling, Director, Center for the Study of America's Founding Documents, Boston University.

Mr. Fred Wetzel, Director, New England Office of the College Board.

Section X: Educational Program

Our strategy is simple: Take the best in curriculum and give talented teachers the freedom and support to teach it.

In the description which follows, we explain both the content and structure of a program designed to prepare young people for the benefits and obligations of a free and democratic society. Although aspects of our program have been successfully implemented by schools throughout the country, to our knowledge no one has combined all the elements as we have. Without implementing the entire program, schools are failing to gain the synergies which occur when all the programs are integrated as in the Federalist Project. More than a model, the Federalist school will serve as an example that comes with a team of people ready to work with other schools or districts to establish similar programs (see Section XVI).

1. The Challenge of Intellectual Literacy

The Federalist Project curriculum consists of seven core subjects: mathematics, science, history (including civics and geography and, later, economics), English, foreign languages, music, and art. For each subject, we have selected a course of study that sets the highest intellectual standards, that is designed to help children succeed, and that

prescribes a body of knowledge that is worth knowing. The good news about curriculum is that excellent material is largely available for schools that know where to look.

As this proposal elaborates, a Federalist School will create an environment in which talented teachers are freed to deliver good curriculum effectively. The seven academic subjects are rounded out by physical education and a policy of encouraging as many outdoor learning activities as possible.

We believe that an enjoyable and ambitious core curriculum is the right prescription for every American child. To be sure, there are significant differences among students. They come to school with varying abilities and learning dispositions. Family background and socioeconomic status can make a difference. But these are challenges that school should help to overcome. Well taught, a good core is an education for equal opportunity. When it has been available, it has been the best route of upward mobility for minorities as well as many waves of immigrants. The tremendous success that good education has brought to disadvantaged children shows that it is always wrong to expect less than the best.

Good curriculum cannot succeed without the consistent delivery of good teaching. Each of our substantive curricular choices has shaped our strategy for organizing teaching (including our unique strategy for master teachers), and our description of each subject reflects the teaching strategy in turn. (For a full appreciation of this interaction, please see “Teaching to Achieve Literacy,” which follows on p. 37.)

Following is a brief description of our seven core subjects.

Mathematics Education

The Federalist Project will use the University of Chicago School Mathematics Program (UCSMP). We believe that this carefully conceived and sequenced program offers outstanding quality. UCSMP is an extensively field-tested course, K-12, that has

been developed by over a decade of collaboration between universities, math scholars, and classroom teachers.

UCSMP emphasizes contemporary math applications to promote and demonstrate mathematical understanding. Children begin school with quite a lot of knowledge and many intuitions on which to build. They have, from their own experience, developed some awareness of mathematical patterns as well as some rudimentary knowledge and skills. The main goal of our chosen math curriculum is to help children develop these talents into a natural and self-confident ease in thinking about and applying the insights of mathematics.

Establishing a math rich “conversation” between students and teacher and among the students themselves—and fortifying it with ample practice and homework—will help students to make the gradual transition from intuition and concrete operations to abstract reasoning and command of symbolic fields. The elementary curriculum will demand (calculator-free) mastery of the traditional field of computation, but the program also will use this intensive immersion in the manipulation of numbers to start students exploring topics in geometry, algebra, and analysis of data. And the Transition Mathematics program gives seventh and eighth graders the grounding in algebra and geometry that is crucial to high school and college mathematics (UCSMP, 1993). Our program will avoid the “get it or don’t get it” syndrome, while cultivating the conceptual familiarity that permits real world use of mathematics.

UCSMP is teacher friendly. At the early grades, the program provides a rich and easy-(for teachers)-to-use program of lesson guides and “Minute Math” activities. From the fourth grade on, UCSMP offers a program to develop math specialists, a program that addresses one of the most serious weaknesses of American math education. It is an initiative which also meshes perfectly with a Federalist School master teacher-led math team. And because all of our teachers, from K-8, will be able to exchange ideas and

receive ongoing training through UCSMP-initiated programs, Federalist School math teachers will receive the highest level of professional training and development.

Science Education

American students learn little, and remember even less, of the science they encounter in school. Most schools fail to provide their students with an appreciation of the nature, power, and limitations of scientific inquiry, let alone an understanding of scientific subject matter. This chronic failure to achieve scientific literacy is especially troubling because it comes in the aftermath of nearly forty years of experimental efforts and unceasing spending initiatives by business and government to improve the quality of science education.

Our science program takes its bearings from these repeated failures and from those who have tried to learn from them. What have we learned from this experience? For one thing, science education must teach more than mere recognition of the facts of science. Although these facts are essential, students must learn to question and understand the source of such knowledge (for example, “How do we know that the earth revolves around the sun and why do we accept this view when appearances suggest the reverse? What is the evidence that the structure of matter is discrete rather than continuous? What do we mean by oxygen and carbon dioxide? How do we recognize these as different substances?” (Arons, 1983)). True scientific literacy means the ability to *use* this information in a variety of scientific and non-scientific contexts.

To teach science successfully, a Federalist School engages its students in the activity of doing science (using hands-on activities whenever possible), and doing it under the direct supervision of carefully prepared teachers. Because scientific inquiry begins in observation, our early elementary curriculum will have students absorbed in the close study of their surroundings (outside where possible), followed by exercises in drawing and recording, arranging, describing, classifying, wondering, and talking about patterns,

sequences, and change. In the upper elementary and middle school years, our program builds on this suggestive knowledge by introducing trial and error testing of hypotheses, and then reformulation and retesting of hypotheses which, undertaken systematically, tend to build and extend the power of abstract reasoning (Arons, 1983). From the middle grades on, courses will be organized in accordance with the disciplines of life science, earth science, and physical science. Furthermore, the Federalist Project will follow a modified spiral approach, including a full segment of each discipline in each grade from the sixth grade on. Repeated exposure to each discipline each year offers better prospects for student understanding than does the traditional one subject per year structure.

Scientific literacy takes time and repetitive practice of the scientific method. Hence our science curriculum aims for full exploration of a selection of scientific topics—including technological applications. It also rejects any effort at comprehensive “coverage.” The many reform efforts that have adopted this goal have a proven track record of sacrificing depth for breadth, with the recurrent outcome of tenuous scientific learning. By adopting a selective but thorough curriculum, the Federalist School will offer their students a better way to broach and unravel the questions of science.

History Education

The wise and effective use of citizenship requires a thorough understanding of the political and human communities of which one is part. Students must learn about their responsibilities as well as their rights. They need to understand that true pluralism requires engaging our deepest differences within the bonds of democratic civility and with a commitment to pursuit of the common good.

Thomas Jefferson argued that a self-governing community needed a common education that was “chiefly historical” because it would “enable every man to judge for himself what will secure or endanger his freedom.” Knowing the past, Jefferson observed, allowed citizens “to judge of the future; it will avail them of the experience of other times

and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every disguise it may assume; and knowing it to defeat its views.”

The Federalist Project adopts this “chiefly historical” approach in contrast to the frequently muddled domain of contemporary “social studies.” Our approach to history and its allied branches of geography, government, and economics is rich in both substance and method. Our curriculum will be based on the work of Dr. Susan Goldsmith, a political scientist specializing in early American political thought, who has developed an exciting sequence sure to capture young imaginations. In the earliest grades (K-2), the program focuses on stories of American history and biography presented through frequent read-aloud presentations and supporting activities in English, art, and music. For grades three and four, the curriculum turns to the rise of early man, to civilization and history, and to the impact of Greece and Rome in the development of Western ideas. The second sequence of American history in grades five and six provides a somewhat more formal (but still literary) approach to American history (from the founding to the early twentieth century) followed by a middle school program that features world history, geography, and economics, as well as ancient civilizations. The secondary program moves to more thematic treatments of American history, politics, and economics as well as an extensive array of comparable non-American topics.

Throughout the sequence, the topics will provide ever more opportunities for students to learn and practice the methods of history: the power of narration and rhetoric; the insight of reading and analyzing original documents; the care and thoroughness of evaluating different accounts and interpretations of the same historical event; the imagination and humility of placing oneself in the circumstances of another nation or time. Practicing history will allow students of the Federalist School to acquire the habits of judgment. They are necessary skills for a sometimes dangerous world, a world where the

most important choices often require the wise management of different and sometimes conflicting ideas.

English Language Education

Our English program aims at language mastery because it is literally mind-expanding. Good English stimulates the growth of reading, speech, writing, and thought. It fortifies literacy in its concrete purposes: communication, learning, deliberation, delight. Good language, in form and substance, nourishes the life of the mind.

The Federalist School will attach great importance to reading aloud in the early elementary school years, because it is invaluable to the cause of reading readiness. Through reading aloud, children are presented with substantive literature, full of experience and imagination, that draws them to the pleasures of language and the habit-molding exercise of correct usage and clear thinking. With their capacity for mimicry, children are capable of acquiring a command of syntax and a broad and deep vocabulary, essential prerequisites for the formal study of language skills. Consequently, the Federalist School will make promoting facility with language among children a top priority.

The Federalist Project will adopt the Open Court curriculum because of its strong phonics-based approach to reading and because of its attention to the critical transition between skills and literacy. Open Court offers interesting and substantive reading matter that lends itself to oral exploration and open-ended writing exercises. During grades three through six, Federalist School classes will make use of the shared inquiry approach of the Junior Great Books Program.

As reading skills steady, a rich diet of age appropriate literary classics will launch students on an odyssey through books to discover who they are, and who they might become. Great literature can teach what is true and good and beautiful. It can clarify the possibilities of moral choice and deepen understanding of citizenship. It can tell us about what it means to be human, what unites human beings and what sets them apart. Literature

will be accompanied by continuing attention to language skills, with extensive work on grammar, writing, and formal composition.

The middle school years will see both intensive grammar review and the continuing emphasis on literature as models of writing for clarity and precision.

Foreign Languages

There are many good reasons to study foreign languages. Fluency allows us to encounter great literature in all the splendor of its original language. It gives us an appreciation of the diversity of human experience and the opportunity to learn about and communicate with other peoples and cultures. In a global economy, speaking several languages can be an important economic asset. Learning a foreign language's architecture, its grammar, vocabulary, and idiom, also offers insight into the workings of the English language.

The Federalist School will begin language study in kindergarten. Young children tend to make good language students, and young students studying foreign languages tend to do better than their peers in other areas of academic achievement. The Federalist School will offer students instruction in either French or Spanish. In each case, we adapt the "content-based" approach to foreign language study, that is, the practice of combining language study with specific academic content (Met, 1990). The Federalist School will build upon this insight to create a "language and civilization" course for young people. This course will situate the teaching and practice of language skills like grammar, reading, writing, and conversation, within a context of French or Spanish/Hispanic geography, history, song, games, literature, art, and society. As they learn to think and work in a new language, Federalist School students will gain the self-confidence of citizens capable of productive and enlightening interchange with the rest of the world.

Music Education

The power of music makes it one of the greatest gifts bestowed by our cultural traditions. Music communicates and explores feeling by creating it in the listener: joy, sadness, reverence, a sense of harmony, refreshment. We take pleasure in these sensations, and we accompany and enhance the events of our lives that occasion them with corresponding music. Music also allows us to explore, through its unique language of rhythm and melody, the aesthetic aspirations of other times and places. The Federalist Project program seeks to cultivate children's enjoyment of a full range of musical expression and the rudiments of conceptual understanding.

Children are introduced to musical language through rhythm in movement (eurhythmics), rhythm instruments, and much singing. At a very young age, children can start to recognize mood: musical styles that inspire them to march, to be somber or silly. Instrument recognition by sound and sight, sight reading, complication of rhythm and melody, and discussion of other musical ideas, all follow in progression. The ability to read music is furthered by recorder instruction, and there will be performance opportunities throughout. Older children will do some composition, as well as style and composer recognition. They will study music history, notably traditions of Western classical music, but inclusive of other genres, contemporary music, non-Western, jazz, and folk. The Federalist School will offer a constant and careful listening program that will take children far beyond popular music into the worlds of classical music, jazz, show music, world music, and contemporary music. Through a comprehensive listening program, "appreciation" will grow into interest and love of one of the world's most fundamental and universal languages.

Art Education

Art contributes to the complete education. It is part of our culture and part of human history. Art provides a creative outlet for students to express themselves as well as

alternative avenues through which students can understand others' feelings and ideas. It answers a deep and ennobling need for beauty, a desire that unites all civilizations. Art enables us to experience the world in ways that the spoken and written word cannot. It offers a different and highly personal path for creating beautiful things, and for exploring the ideas, sensibilities, and conditions of individuals and entire civilizations.

Art serves too valuable a role to be relegated, as is often the case, to the status of "extra" in a school's curriculum. At the Federalist School, our approach is to treat art like every other subject we teach: to offer an engaging and rigorous course of study. Our art curriculum will follow the Discipline-Based Art Education (DBAE) approach pioneered by the Getty Center for Arts and Education. This approach is called discipline-based because it builds upon the four activities—artistic creation, art criticism, art history, and aesthetics—that help us to understand a work of art. As the Getty Center's *Beyond Creation* report states: "We increase our understanding if we have worked with materials and processes that artists use to create art. We also broaden our understanding if we know when and where a work was made, something about its creator, the function it served in society, and what art experts have said about it" (Getty, 1985).

As in every other subject, our art program will be led by a master teacher and reinforced by a professional development program that helps teachers as they undertake an ambitious program. The curriculum will follow a carefully designed learning sequence that allows children to gradually immerse themselves in activities drawn from the four disciplines. As they progress through school, our students will improve in their abilities to create arts in different media; to master and utilize the analytical tools and objective criteria essential to judging art; and to gather and apply historical knowledge in ways that help them to understand how and why art forms evolved, and in what manner the artists and their work made distinctive contributions to their communities and our heritage.

2. The Moral Foundations of Citizenship

A Federalist School considers moral judgment and good character as important an aim of good schooling as intellectual achievement. And we believe, as earlier generations of common school and public school practitioners did, that schools can and should teach young students to embrace the moral qualities we hold in high esteem. Teachers play an important and sometimes crucial role in guiding children to understand why we value kindness, friendship, truthfulness, perseverance, respect, and courage. These are widely admired qualities that every family can support, and that ultimately determine the “livability” of our communities.

Moral standards and expectations tell children that a school takes them seriously as moral beings. And children respond because they wish to be well regarded for thinking, speaking, and acting morally.

Moral education is accomplished by standards of conduct and through curriculum, and these two currents will flow through the entire school ethos or culture.

Moral education first and foremost concerns acting as a moral person. Children learn to be decent women and men and good citizens, by practicing civility toward their peers and respect for their elders, by playing fairly and respecting the rights of every individual, and by adopting helpful and cooperative attitudes toward fellow learners in common undertakings. Children learn persistence and responsibility by doing their homework, practicing a musical instrument, and caring for the tools and environment of a learning enterprise. Children acquire self-discipline and self-respect through the practice of these qualities, and gain confidence to push themselves as far as they can, while developing the constructive habits of self-evaluation and self-criticism.

The Federalist Project also pursues moral education through curricular content. This means regular reading and discussion of historical and literary works in order to explore the grand and fascinating themes of what it is important to do and be. Lower

grades read stories that always have captured young imaginations: myths, fairy tales, fables, and parables from around the world as well as classics of children's literature by outstanding authors. Like the Core Knowledge and Junior Great Books programs, the Federalist Project recognizes the moral power of stories. Stories bring the questions of right and wrong to life. They provide concrete reference points, including illustrations of how a person can live a good life. And by connecting young people to history and tradition, they give children access to the rich and wonderful civilization that is the inheritance of a free citizen.

In the middle grades, longer classics, again from around the world, offer more sustained consideration of the principles we ought to live by, and the examples of human greatness that give expression to those ideals. As students mature, they will tackle the enduring questions through the classics of literature and philosophy. And as befits the Federalist Project mission, our curriculum will consistently pay attention to those works that raise the possibilities and challenges of perpetuating freedom and democracy.

In Federalist Paper Number 55, James Madison observed that the viability of self-government presupposes virtue in its citizens. A Federalist School's emphasis on conduct and content will strengthen this quality by providing continuing reminders that the activities of learning and the activities of life ought to be linked to moral ends.

3. Teaching to Achieve Literacy

Great content makes good education possible. Great teaching turns the opportunity into a reality. To this end, the Federalist Project completely reorganizes how our schools teach their students by:

- * Organizing teachers as a team
- * Empowering (and compensating) the best teachers to lead
- * Radically extending the search for new talent
- * Introducing a degree of job flexibility that is appropriate to a changing labor market.

a. Master Teachers

In our schools, every subject will be directed by a master teacher. It is a crucial position and it will be filled by those who have proven themselves to be the most able in the teaching world. Master teachers will serve three functions:

- * They will have primary responsibility for managing the implementation of the curriculum in their subject over the span of all grades in the school.
- * They will be responsible for staffing and managing their entire teaching team.
- * They will be accountable for the progress of every student within their subject area.

The master teacher is the principal manager of her subject's curriculum. Hence Federalist School master teachers combine the traditionally separated functions of curriculum specialist and outstanding teacher. As a specialist, the master teacher ensures that a chosen Federalist school program (for example, the University of Chicago School Mathematics Project) is carried out as a multi-grade course of study. The presence of a master teacher thus greatly improves the sequential fit of the subject from grade to grade. The dual roles also will help to overcome one of the perennial difficulties of curriculum

development: making sure that the chosen framework and materials will be assimilated—first by the teachers and ultimately by the students. Study after study of science education, for instance, has described good curricular materials being ignored by science anxious teachers. The active involvement of master teachers promises a way of clearing this logjam by providing a sequence of continual assistance, encouragement, and prodding to teachers who otherwise would be inhibited.

This brings us to the second major contribution of the Federalist Project master teacher: responsibility for assembling and managing a team of teachers working in her subject area. The master teacher will use her expertise in her subject and her knowledge of what constitutes good teaching to hire individuals she judges to be the best teachers available. She also will have the authority (with the concurrence of the principal) to promote and, if necessary, dismiss the teachers on her team, depending upon their performance. As a specialist in content and pedagogy, she will work with her team throughout the year, assisting in their professional development. This will include in-school training opportunities as well as regular collegial consultation designed as a means of promoting continual efforts to improve performance. Indeed, we expect that as a result of wise selection and apprenticeship, master teachers will create a succession of new master teachers ready to take their places in the school's leadership.

The master teacher's management responsibilities extend to teaching with the team in their classrooms. The evaluation and reward of the master teacher depends on the performance of each team member. Keeping a hand on the teaching pulse is critical; so is the need to maximize the benefits of active collaboration. Therefore the duties of each master teacher will include joining team members in their classroom on a rotational basis. By contributing their own teaching skills, master teachers will make each classroom's learning environment as good as it can be.

Thus a master teacher entrusted with direction of the curriculum and a hand-picked team of teachers helps to bring teaching potential into line with every student's capacity to learn.

b. Expanding The Talent Pool

Master teachers must be able to choose the very best talent available. And while many of the best teachers will emerge from the certification process, not all will. There are many people interested in teaching, and more important, many who are capable of being superb teachers. Our recruitment efforts will be correspondingly wide. With some well focused testing to ensure high levels of intellectual competence, and an internal development program supervised by the master teacher (which might include concurrent formal training), the Federalist Schools will offer a superior teaching faculty.

Federalist Schools also will make use of part-time faculty. Schools can revolutionize their teaching if they tap the part-time market effectively. Improving the quality of the talent pool begins with relaxation of credentialism, but doesn't end there. Imagine the infusion of energy and talent if schools decided to choose from the thousands of men and women interested in teaching on less than a full-time basis. Consider homemakers teaching three mornings per week or graduate students teaching half-time while working on their advanced degrees. Think about a semi-retired person, a former foreign service officer for example, teaching eighth-grade history several days per week.

Some professionals wanting a complement to their careers will welcome an opportunity to teach; for example, an engineer teaching science two mornings per week in addition to his practice in industry. In math and science, part time teaching offers an efficient route to overcome a constant brain drain from education to the private sector. Similarly, a part-time option gives full-time teachers thinking about leaving the option of scaling down instead of pulling out altogether.

Federalist Schools will enjoy an unprecedented advantage in allocating their budgets. Hiring some teachers part-time will achieve important economies. These savings can be redeployed to hire master teachers and keep them by paying a top dollar. In fact, our master teachers innovation creates an entirely new career ladder—one which rewards teaching excellence with prestigious teaching positions rather than with administrative jobs which tend to remove good teachers from the classroom. Thus, the redesign of teaching makes for better teaching and better learning through a more enlightened use of people.

c. Investing in Teachers

Federalist School teachers need and deserve professional development support. The curriculum is demanding and the teachers we attract will be serious and dedicated. The Federalist Project's professional development program will encourage those qualities by offering teachers continuing opportunities to improve and extend their skills. Part of these offerings will focus on teaching and opportunities for advanced research within the specific subjects. Other components will focus on uses of technology in teaching and communication with parents.

These innovations will keep our teaching full of vitality. Giving the best of our teachers the chance as master teachers to lead and giving them the chance, year in and year out, to pick the best people available, promises a strong and united team. With the right esprit de corps, teacher burnout will be less likely to occur. But when it does, an expanded and inexhaustible market of good teachers can be used for replenishment.

d. The Time to Teach: A Longer School Day and A Longer School Year

We agree with the recently published report of the National Commission on Time and Learning and its thesis that mastery of a full academic program requires more school time than most American schools provide. Accordingly, our schools day will run from 8 a.m. to 2 p.m. for kindergarten and until 3:30 p.m. for everyone else. The school year is

expanded from 180 to 200 days. This extra time in school adds about three additional school-years to a student's pre-collegiate education.

And for those who are interested, the Federalist School will offer optional before school and after school programs as well optional programs during the summer. (See "The Alliance for Parents", p.46)

e. Technology in the Service of Teaching

The growing abundance and cheapness of computing and telecommunication power offers numerous opportunities to enhance teaching and learning. The Federalist School will seek to use these technologies whenever they can advance the school's mission of citizenship and literacy, and whenever they are cost effective. Along the way our students will become comfortable and competent with the tools of the information revolution.

However, it is important to remember that technology is a servant of our aims; it is not a substitute for them. Teaching is a humane activity, and technology must not disrupt the relationship between student and teacher. Nor are children guinea pigs, and a school's use of technology should not be one that presumes students are subjects in a scientific experiment. Most important, Federalist Schools will guard against applications that actually impede learning. As Yale computer scientist David Gelernter has noted, the entertaining sound and video portions of multimedia give children "candy-coated books," a practice that "is guaranteed to sour them on unsweetened reading" (Gelernter, 1994). Spoiling the appetite for books deprives children of some of the deepest rewards of learning.

That said, there are numerous discrete ways in which computers and other technologies can enlighten and engage. This means adopting tools that are easy to use and helping prepare staff and students to use them effectively.

Though what follows is not intended as an exhaustive list, the Federalist Project plans to use technology to promote teaching and learning in the following ways.

Courseware: Students will have access through classroom computers and CD-ROMs to a large variety of software offerings. These offerings will be coordinated with curriculum segments. Among other things, this will help teachers enhance the individualized part of their classroom teaching, benefiting every child. Students having difficulty with a particular subject or segment will have additional time and opportunity to work through their problems, while students who master a segment quickly will be able to use software to pursue the topic in greater depth.

Local area networks, modems, and supervised access to databases and the Internet also will allow students to conduct research and to collaborate with their peers, whether in the same classroom or halfway around the world. Good software exists for every part of the Federalist Project curriculum: for example, simulated experiments in astronomy; reading games and exercises for elementary grammar as well as for foreign languages; CD-ROM virtual art galleries and computer-assisted design (CAD) for our discipline-based art curriculum.

Instruction Management: The teachers and teaching teams will use computers to manage their instruction in the classroom as well as to oversee the students' use of the various technological tools. Digitally stored data makes it easier for teachers to share information about students and their work. Equally important, it allows teachers to share teaching ideas and materials with colleagues. Because we anticipate opening a number of Federalist Schools, teacher collaboration will be an effective method of accumulating an expanding database of curricular units and lessons. An inventory of units and lesson plans built up from a variety of schools following similar courses of study will allow teachers to innovate and modify. Electronic communication will make it possible to refresh their teaching materials without adding onerous burdens to an already demanding regimen of teacher preparation.

Section XI: Student Performance

Ennobling curriculum and inspired teaching are the are the keys to a Federalist School's mission. Reinforcing them are four supporting components that together create an infrastructure of literacy:

1. Rigorous Standards
2. Reliable Assessments
3. Individualized Learning
4. The Alliance for Parents

1. Rigorous Standards

A major point of agreement is that American schools must insist that their students attain world class standards as a condition of promotion and graduation. The Federalist Project shares this view. To assure that this occurs, the Federalist School will adopt three distinct categories of standards.

a. Curriculum as Standard

First and most important, every graduate must demonstrate mastery of the Federalist Project curriculum. Every subject in our curriculum has a course of study that is notable for the richness and the rigor of its content. Demonstrated mastery in these courses is by definition the attainment of a very high student performance level.

b. High External Standards

Second, the Federalist Project will adopt some well established independent standards that are widely held to indicate superior student performance. At the elementary and middle levels, we will use commercially available tests and the assessments created for

the National Association of Independent Schools. Our external assessment measures also will include minimum competency assessments to help judge student progress (though it should be noted that these assessments will be administered to children at an earlier stage of their schooling than frequently is the case because our program is designed to help children achieve these minimums at an earlier age—for example an eighth grade minimum competency exam might be used as a standard for fifth graders).

c. National and State Goals

Finally, students at the Federalist School will be expected to meet national and state performance standards. The charter school law mandates that charter schools meet statewide performance standards. When these state standards become available, we will match them systematically against our academic program to assure that they will be met. In like manner, we will match our program against voluntary national standards is going forward in many subjects. We see national or state tests as a floor, minimums which all the students in our school must reach on the way to higher attainments. We welcome them and take an “all comers” stance: Our curriculum taught by our teachers will meet these standards as an incidental part of the learning process.

2. Reliable Assessment

Good assessment measures assure that students truly are attaining the standards set by the school and serve a diagnostic function in guiding students toward them. Our strategy calls for a variety of assessment tools. These include the nationally or state administered tests already mentioned, but also a sequence of different types of assessments directly keyed to measuring student progress on the Federalist curriculum. These will include both tests and portfolios of student work and projects. Some of these assessments (including portfolio work) will be common to all Federalist Schools, allowing for

additional comparisons of student performance. Teachers from different Federalist schools will participate in each other's assessments. This measure of quality control contributes to the integrity and reliability of the assessment process. This in turn makes it likely that real learning problems will be identified early, and that teachers give students the additional help needed before they fall too far behind.

Master teachers and their teaching teams will play a central role in the development of the assessment tools. In subjects where the Federalist Project adopts existing curriculum (for example, the University of Chicago School Mathematics Project), many of the tools are available already, with little or no need for adaptation. In an area such as history, where we will be using an innovative curriculum sequence developed by Dr. Susan Goldsmith, our teachers will play a leading creative role.

Teachers typically have a strong incentive to "teach to the test." The Federalist Project test equivalent will be a basket of assessment measures that promote the intellectual and moral literacy objectives embedded in our curriculum.

3. Individualized Learning

To make the assessment process work effectively for students, every student in our schools will have an Individual Learning Plan (ILP). While all students will be expected to demonstrate mastery of the literacy curriculum, children learn different subjects at different speeds, and do so with varying learning styles. The ILP is a strategy to ensure that every child succeeds by taking close and continuing account of each student's particular capabilities, accomplishments, and weaknesses.

Each learning plan will set achievable goals for student attainment, based on the relevant units of the Federalist curriculum. Once created, the ILP becomes an anchor of student responsibility and school accountability.

The ILP gives the student, the parents, and the teaching staff clear direction about what that child is expected to accomplish, as well as a method for assessing actual progress. This common understanding also creates a basis for continuing discussion and cooperation. Teachers and families will meet to discuss a student's ILP at least four times per year. The ILP makes it possible for children, families, and school staff to work together to improve a child's learning experience and ultimately his or her performance.

Because the ILP as well as assessments of student work are stored on computer, the teachers and teaching teams can use this "institutional memory" to improve and focus the individual attention and tutoring they give the student.

ILPs, taken cumulatively, will assist Federalist Schools in evaluating the quality of teaching and improving teaching performance.

The Learning plan can also specify parental support activities that help a child achieve the ILP goals.

The ILP is flexible. It is updated regularly according to student performance and progress.

4. The Alliance for Parents

Families are the real school customer. Parents will choose the Federalist School program for their children. And charter schools will give them that choice. Many parents will want to contribute to their child's school. Many will want information and advice about successfully educating their children. Most will want both.

Our design is intended to help parents achieve these objectives. Regular meetings between parents and school staff will be encouraged as much as possible. The Individual Learning Plan program will also give parents an unobstructed view of the learning process. Voice mail and e-mail technology will make continuous communication between parent and teacher a reality, when the perennial challenge of coordinating work schedules proves

difficult. The “Federalist Weekly Brief,” published each week on voice mail, e-mail, and paper will inform parents of the activities of their child’s class, as well as of school-wide activities. Where school work or assessments have been done on computer, or where they are subsequently “scanned in,” parents will be able to review them with their children from home by use of a modem. Federalist master teachers and staff will design and offer a number of parental volunteer programs, allowing parents to further contribute to the school’s successful operation.

A Federalist School’s extended day also makes it somewhat easier for parents to balance work and family responsibilities. Before-school and after-school activities for children include academic and artistic clubs, reading and library exploration, homework clinics, and sports.

Accordingly, every aspect of the Federalist charter school is designed with students and their parents in mind: from its course of study, the organization of its staff, and the delivery of its teaching, to its hours of operation. Our Alliance for Parents addresses several specific ways in which the Federalist School will meet family needs, particularly in providing advice and information on things they can do to ensure their child receives the best education possible (See Section XI, subsection 4).

Section XII: Accountability

A crucial premise of the Federalist Project design holds that neither educational program nor assessment of student performance can be undertaken without clear lines of accountability. Hence both Section X and Section XI contain an extended discussion of the evaluation of school performance and of teaching, as well as the responsiveness to parents and the community. This form of self-assessment—in which teachers communicate directly with the students, the parents, and the community—is the most important tool in the school assessment process. And ultimately parents have the final say: If they feel that

the school is performing well, they will continue to send their children there. On the other hand, if they feel that their school is performing inadequately, they may choose to send their children elsewhere, and the school will fail. Therefore, the entire school, the Board of Trustees, the administrators, and the teachers have a continuing interest and obligation to keep parents fully informed. Thus is the school made accountable to the public.

1. The Board of Trustees

The Board of Trustees plays an important role in school assessment. The Board will exercise oversight responsibilities over hiring and evaluating the principal. The Board is also the ultimate authority in the hiring and evaluation of teachers (although it is expected to pay close attention to the advice of the principal and the master teachers in this area). The Board will have extensive opportunities to review the school both formally and informally. Members of the Board will visit the school on a regular basis to observe and gather information that will permit them to make accurate assessments of how well the school is performing. Also on a regular basis, the Board will meet to review these findings and other more tangible results (test scores, Individual Learning Plan development, etc.).

2. Master Teachers

The master teachers have the leading role in evaluating teacher performance, and they will play a key role by advising the principal about these decisions. Since the master teachers have responsibility for hiring, the responsibility for evaluation follows naturally. In addition, the fact that the master teachers oversee the implementation of curriculum and the fact that they regularly co-teach with the other instructors mean that they are in a unique position to determine how well teachers are performing.

3. Standards

The most important standard which we will adhere to will be the Federalist School curriculum itself. Mastery of the various subject areas will demonstrate a high level of student performance. In addition, external standards and commercially available tests such as the ERSS will be used for assessment. Finally, all mandated state and national performance standards will be met.

In particular, the state of Massachusetts soon will be publishing standards; when they do the Federalist school will incorporate those standards into its various accountability mechanisms including the ILPs and the School Report Card (see below). The state presently requires an annual report (M.G.L. c. 71 s89) which we will submit. (For more information on the topic of Standards, see Section XI, section 1.)

4. School Report Card

In order to efficiently gather and disperse information, we will be creating an annual school report card. The report will be available to parents and members of the public.

In addition to its work in charter schools, the Federalist Center also is seeking to develop a school evaluation initiative called the American School Report Project. The aim is to create a handbook which any parent, citizen, or community can use to evaluate the performance of any school in the United States. The final product, *The American School Report*, will be published in book form, an easy-to-read cross between a how-to guide and *Consumer Reports*. Like any good consumer guide, *The American School Report* will offer a set of specific performance benchmarks which can then be used to compare or evaluate any school.

When *The American School Report* becomes available, the Federalist school will use it as an assessment tool. Until then, the Federalist school's annual report card will use criteria planned for use in the American School Report. These include:

1. Academic Assessment: Indicators of student success including: standardized tests; reliability of grading (grade inflation) and other forms of student evaluation; prevalence of demanding assessments (for example the College Board's AP exam); curricular offerings and student choices among those offerings.
2. Motivation: Indicators of student motivation that include data about attendance, graduation, dropouts, promotion, and suspensions; extracurricular activities; and, student morale.
3. Safety: Indicators pertaining to accident, delinquency, and crime issues.
4. Parental and Community Involvement: Indicators that suggest the extent of social reinforcements that are crucial to social and intellectual development.
5. Teaching quality: Indicators such as turnover and absenteeism of teaching staff; rewards and sanctions for teaching performance; how the school recruits teachers and manages their professional development.
6. Character: Indicators that reveal the willingness of a school to provide moral as well as academic instruction.
7. School Facilities: Indicators such as the condition of classrooms, libraries, and gyms; state of computer, telecommunication, and other technologies.
8. Information/Communication Management: The degree to which a school facilitates information and discussion between parents, teachers, and students particularly through technologies like voice mail and e-mail; the retention and analysis of information about students.
9. Placement: Indicators for where students go when they graduate from a particular school and how well they do at the next stage. (Which high schools do middle school graduates attend? What kind of jobs do non-college bound high school graduates find after graduation and in the five years thereafter? How does the school advance the "school to work" transition? How do a high school's graduates fare in the colleges they attend?)
10. Financial management: Indicators that demonstrate efficiency and priorities of a school's budget. How do schools maximize the amount of their expenditures that is allocated to classroom as opposed to overhead expenditure?

5. Control Systems

Budgeting and expenditure will be subject to rules set by the Board and instituted through the school's accounting system. School budgets and school financial records will be audited on a regular basis by a certified public accountant. The Board also will establish

a check-signing policy, and adopt limits and procedures for discretionary spending on the part of school personnel.

School records will be retained on a computer system. In addition to the information we hope to provide, we will file all disclosures of information required by the laws of the state.

Section XIII: Human Resource Information

The Federalist School will hire individuals who want to be a part of this exciting program, and who have the talent and ambition to succeed.

Federalist School human resource policies are directed to recruiting and retaining the best people. Our long-term success depends on it. The differentiated approach to teaching brings with it a differentiated approach to compensation. We expect to pay master teachers at a premium, allowing us to attract some of the best talent available. We will go outside of the usual accreditation process in order to find interested and extremely able people of varied educational backgrounds. In addition, we will make extensive use of the huge, and growing, part-time labor market.

Indeed, because of our greater freedom to allocate our funds, we believe we can be salary-competitive in all staff positions (see Section X). We are soliciting applications from interested teachers. We also plan to offer an attractive benefits package. We expect the student/teacher ratio to be between 14:1 and 18:1.

The Board will set hiring and dismissal policies and make the final decisions regarding personnel. However, as this proposal makes clear, the Federalist Project seeks to move authority as far down the organizational chain as possible. The master teacher innovation strengthens the relationship between teachers and the Board while simultaneously enhancing teacher self-management. Thus the Board will consult with and

rely heavily on the advice of the principal and the master teachers when it comes to hiring and performance review.

For every year in our budget we have allocated a significant amount for staff development. Our whole plan treats teachers as a team, including the way that professional development is organized. The master teachers manage the team, in part by directing professional development. These opportunities include on-site courses—including interactions with leading scholars and consultants. These programs will be facilitated by the master teachers with the purpose of helping teachers successfully carry out their teaching program. There also will be opportunities for advanced research within specific subjects, as well as training in the uses of technology. In addition, the school day will be structured so that teachers have adequate meeting time for planning and developing their classes. Part of the time this planning will be done in a group setting, furthering a collegial relationship between the teachers.

Because master teachers are key executives, teachers are better positioned to manage the curriculum within the context of the Federalist Project program, and to offer their input on the allocation of the curriculum budget.

Section XIV: School Governance

The Federalist Center, a non-profit, 501 (c)(3) tax exempt organization based in New Jersey, is seeking to establish and manage charter schools in Massachusetts and other states based on the Federalist Project design. To this end, the Center has identified local area educators and local area professionals who share this vision of schooling.

In partnership, they have created a founding coalition for the school (see Section IV). The Board of Trustees will consist of a minority of two or three Center representatives and a majority of five to nine area members, including residents of Burlington. Once the school begins to enroll students, the Board will expand to include

several parents of students. Federalist Center representatives on the Board will recuse themselves from voting on decisions concerning the terms of management and consulting services to be provided to the school by the Center. The Board also will create a series of standing and ad hoc committees that will allow extensive opportunities for all parents to take a role in the operation of the school.

1. Board Responsibilities

The Board will ensure the school is in compliance with all relevant federal and state laws and regulations.

Though not exhaustive, the Board will perform these additional functions:

1. Preserve and protect the mission of the Federalist School.
2. Advise on and approve financial and accounting matters, including the annual budget.
3. Advise on and approve all matters of personnel, including hiring and dismissal.
4. Hire, review, and dismiss management.
5. Advise on and approve all capital acquisitions.
6. Provide guidance and direction in areas like long-term planning, fundraising, and community relations.
7. Advise on and approve all legal obligations assumed by the school.
8. Advise on and approve the Federalist School's programs of self-assessment.
9. Attend regular Board meetings.
10. Make occasional visits to observe school activities, both classroom and extra-curricular.
11. Nominate and appoint new members of the Board.

2. The Principal, the Teachers, and the Board

The principal is the chief executive officer. Good content conveyed by good teachers is the Federalist Project's definition of good schooling. The Board chooses a CEO to make it happen.

The principal will be responsible for directing the school's operations from bottom to top. While principals must know a good deal about curriculum, assessment, and teaching children, they have hired master teachers to provide leadership in these areas. Their most important task is to generate a shared understanding and enthusiasm throughout the entire school community for the school's mission. They must demand consistently good performance from the entire school staff and keep goals clear and uncompromised. Charter schools give parents the freedom to choose another school, and this accountability means that the school must satisfy the parental customer. From the beginning, the Federalist School principal will work to implement the Federalist Project vision by demonstrating leadership, by building and managing a talented school staff that works as a team, and by insisting that the Federalist School's customers are the students and their families.

The Board is the ultimate authority governing all school policies. But as this proposal makes clear, in matters such as the strengthened role of the principal, the innovative teaching structure, and the Alliance for Parents, our management model is based on empowering teachers to teach and children to learn. We believe accountability is best achieved by insisting upon good results, not by a centralized hierarchy attempting to micromanage how those results are achieved.

Section XV: School Community

In Sections X and XI, we began to explain the kind of school community we plan to create. The Federalist School community is one that is safe and clean and conducive to learning; one where good communication exists among families, teachers, and administration; one where parents can better balance work and family responsibilities; one where students have the opportunity to learn about and practice the moral virtues.

We believe that the phrase “a community of learners” is more than just a cliché. The Federalist School strives to build a community of learning because this is the first step in building a community of citizens. To be able to learn as a community enables us to govern as a community.

Community building begins within the school community itself. The Federalist School will have an extended code of conduct stressing mutual respect and effective conflict resolution.

A community of learners helps one another. An extensive extra help program open to all students will take place on weekday afternoons. Those who need a faster pace or further explanation will receive individualized reading choices, counseling on projects, guidance in an independent study, etc.

Every Friday morning we will hold an assembly to manifest and cultivate the learning community. The whole school (or half the school when at full capacity) will gather, and each class will give an informal presentation (either group or individual) on some aspect of its current work. This will accustom children to being in front of a large group, thus utilizing their developing skills in public speaking.

Parents play an extremely important role in building a community of learners. The Federalist Project recognizes this fact, and tries to involve parents in as many aspects of school life and school operation as possible. Through the Alliance for Parents (see Section XI) parents will be invited to regular meetings with teachers and other school staff

members. The Individual Learning Plans give parents a clear view of their child's learning process. Continuous communication through voice mail or e-mail, as well as more traditional weekly updates, also will keep parents aware of what is happening in the school and specifically with their child. Teachers will be encouraged to make use of parental volunteers for helping with extra curricular activities such as field trips. The Board will establish an extensive committee structure so that parents can participate in key school functions such as fundraising and extra help programs.

The Federalist Project recognizes that community counts. In every facet of its operation, our school will seek to exploit the social and cultural capital provided by local business and non-profit institutions. This can mean working with institutions like museums to enhance instruction, or charitable organizations like the United Way to teach about community service. In addition, the school will hold regular School Nights to which all members of the community are invited to learn more about the school and to get involved with its various activities and opportunities. And, where possible, it means that a Federalist school also will try to improve the life of the community of which it is part. This too must be part of creating citizens.

Section XVI: Replicability and District Relations

There are two ways the Federalist School can serve as an agent of replication. First, charter schools are "regulated" most crucially by consumer demand, not rules or bureaucratic fiat. Parents may elect to send their children to these new schools — *or choose not to do so*. We believe that the Federalist School will prove popular with families and children. And if the state of Massachusetts decides to grant further charters, we will seek to open additional schools.

Second, this charter school design provides a series of steps that other schools and school districts could emulate. A district that decided to gave its schools the same kind of

autonomy and funding opportunity that charter schools enjoy could develop a model similar to ours. Moreover, because our coalition includes such a large number of outstanding consultants and practitioners, the very process of creating a Federalist School in Burlington also will create a group of experts with the experience to assist in the creation of similar programs. Finally, the Federalist School will seek the fullest exchange of information with the Burlington School District and try to be helpful wherever possible.

Section XVII: Building Options

During the last several months we have examined site possibilities in the region, though the need to designate one district has narrowed our search to Burlington. We believe that there are several facilities that might be available and might accommodate our school. We are working with realtors and others to investigate their feasibility. Included in this investigation are commercial sites and office parks; office parks can hold some distinct advantages, including abundant green space for outdoor activities and convenience for parents who work nearby. Finally, we have followed up on information about modular space in the Pioneer Institute's *Charter School Handbook*. We are exploring the possibilities and costs of using modular space, possibly in conjunction with another building.

Our conversations with architects and contractors about school conversion suggest that a four month timetable is doable, although we might look for temporary space for the 1995-96 year. A contractor will keep us informed with up-to-date cost estimates.

Section XVIII: Code of Conduct

The Federalist School's Code of Conduct will be drafted to comply with state law, including Massachusetts General Laws Chapter 71 Sections 37H and 37L.

A school needs an orderly environment to function well. This includes civility, the peaceful and reasoned resolution of conflict when it arises, and norms of honest behavior. We will give our children the chance to become citizens, and we expect them to learn how to act accordingly in matters of truthfulness, integrity of work, and respect for persons and property. Uncivil behavior, including abusive speech, will be sanctioned.

Consonant with due process requirements, the Federalist School will attempt to implement a "zero tolerance" policy. Serious infractions, like possession of illegal substances, weapons, or acts of violence most likely will result in expulsion. In these instances our code will provide for a proper hearing adjudicated by the principal and a disciplinary committee established by the Board. We hope to limit the use of suspensions, since most other infractions can be handled at the discretion of principals and teachers.

Section XIX: Special Needs and Bilingual Students

1. Special Needs Students

Our mission is to cultivate the qualities of citizenship in all our students, including those who have special needs. Our smaller classes and individual learning plans (ILP), will make us more capable of addressing the particular challenges of special needs students. Teaching interns enhance the capacity for extra help in a classroom setting. Wherever possible, we will avoid the disruption and stigma of "pull-out" programs.

The Federalist Project's core curriculum requires students to utilize a variety of learning styles, a pedagogical strategy that can help teachers identify and respond quickly to students' difficulties. Teaching interns and a reading specialist also will help us to teach

special needs students by providing the extra time and encouragement that often makes such a difference. Finally, we hope to establish an after-school program of volunteer student interns to offer tutoring and remedial assistance.

2. Bilingual Students

We will ensure that students designated as of limited-English-speaking ability bilingual under Section 71A and 603 CMR 14.00 and eligible for Transitional Bilingual Education will receive such instruction, as well as whatever special help they need to build strong English language skills. We will attempt to provide assistance in English as a second language in the regular classroom wherever possible, with supplementary tutoring as needed. Additionally, we will offer Transitional Bilingual Education using the most efficacious combination of in-class assistance and supplementary instruction.

Section XX: Funding

We have been applying to a number of philanthropic sources for start-up financing and are confident that we will receive enough support to get to opening day 1995. On the following pages is a five year budget based on the application template.

Charter School Operating Budget

Six Year Projection (in thousands)

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DESCRIPTION	Startup	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Number of Pupils		80	120	160	200	240
REVENUES						
Per Pupil Tuition (\$5,400 per pupil)		\$432	\$648	\$864	\$1,080	\$1,296
Student Entitlements		40	60	80	100	120
Fees		8	12	16	20	24
Philanthropic Grants	106	70	30	30	30	30
TOTAL REVENUES	106	550	750	990	1,230	1,470
EXPENSES						
<i>Direct Student Costs:</i>						
Transportation		0	0	0	0	0
Instructional Supplies		25	30	30	40	40
Computers/Instructional Equipment		10	10	15	15	15
Furniture		20	12	15	15	18
Field Study/Extra Curricular		8	12	16	20	24
Insurance Expense		15	20	25	30	35
Total Direct Student Costs		78	84	101	120	132
<i>Personnel:</i>						
Principal/Executive	25	60	60	60	60	60
Teachers	20	165	270	370	480	600
Clerical	8	15	15	18	18	22
Custodians	0	15	15	20	20	25
Benefits	15	55	110	125	171	216
Staff Development	5	9	14	19	24	30
Outside Services and Personnel (e.g., medical, psychological)	0	15	25	30	30	30
Total Personnel	73	334	509	642	803	983
<i>Occupancy:</i>						
Rent	3	60	60	80	80	90
Mortgage	0	0	0	0	0	0
Maintenance	0	10	15	15	25	25
Utilities	1	10	12	15	15	18
Janitorial Supplies	0	5	7	9	12	12
Total Occupancy	4	85	94	119	132	145
<i>Office:</i>						
Supplies	3	5	5	8	8	8
Equipment Rental/Maintenance	3	5	3	3	3	4
Telephone/Communications	5	4	3	3	3	4
Accounting and Payroll	1	2	2	2	2	2
Printing and Copying	2	2	2	2	2	2
Postage and Shipping	1	3	3	4	4	5
Furniture	3	3	3	3	5	5
Transportation/Travel	5	3	3	4	4	5
Legal	1	2	2	2	2	2
Total Office	24	29	26	31	33	37
<i>Other:</i>						

Charter School Operating Budget

Six Year Projection (in thousands)

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Recruitment/Promotion	5	3	3	3	3	3
TOTAL EXPENSES	106	529	716	896	1,091	1,300
EXCESS (or DEFICIENCY)	0	21	35	95	139	170
BEGINNING FUND BALANCE	0	0	21	35	95	139
ENDING FUND BALANCE	0	21	56	129	234	309

Section XXI: Transportation

Charter school law requires school districts to transport students residing in said district to a charter school also located in that district. We will attempt to negotiate transportation arrangements directly with the Burlington School District.

Parents of out-of-district students will be responsible for transportation. If M.G.L. 766 does provide for free transportation for special needs and physically disabled students, we will work with the affected students and their families to facilitate these arrangements.

Notes

Arnold Arons, "Achieving Wider Scientific Literacy", *Daedalus* (Spring, 1983)

Beyond Creating, Report of the Getty Center for Education in the Arts (1985)

David Gelernter, "Unplugged", The New Republic (September 19th and 26th 1994)

Myriam Met, "Learning Language Through Content: Learning Content Through Language", in Kurt Muller (ed.), Languages in Elementary School (1990)

The University of Chicago School Mathematics Project (1993)

